

Sustainable Land Use & Impact Assessment

Subject: Urban Planning; Natural Resources, Social Studies, Geography

Grade Level: 7 – 12

Instructional Setting: Classroom

Time Frame: One hour

General Description of Lesson:

Learning Objectives

Students are introduced to the pressures of decision making and the potential negative impacts on natural resources and social views that result from poor land use decisions. The students are to share ideas and have dialogue that will result in an amicable solution and will have a sustainable outcome . After the lesson students should be asked what they like and don 't like in their community. Students should have an understanding that local decisions have larger regional and possibly global impact. Students should also have an understanding of a balanced sustainable triangle: environmental, social, and economic. The final objective is that students are more attentive to their community surroundings and the planning is key for sustainability.

Procedure

The students should be equally divided into two section from the front focal point of the classroom. This should occur as a naturally dividing line and the students should remain in their seats. The student seated nearest the front focal point of the classroom is deemed as the highest CEO (Chief Elected Officer) which can be identified as the mayor or board president of their imaginary municipality with nearest student on either side of the CEO will be talking the role of councilman for their half (district) of the classroom. The remaining students are deemed as residents and live in either one of the two established neighborhood district created from the tri-fold presentation boards. One of the neighborhood boards is propped up on side of the classroom, while the other neighborhood board is propped on the opposite side. The natural resources/community service board is placed in the front of the classroom while the final tri-fold board of the adjacent community is place at the rear of the classroom. Finally, the CEO is presented two clear bins, one representing a park and the other a landfill. The CEO is told that both will be developed in their community and a decision has to be made as to where each proposed land use should be placed. Discussion as to where these land uses are to placed will give students the opportunity to understand how and why decision affects natural resources, economics, and quality of life. The lesson plan facilitator will ask thought provoking questions, and interject scenarios as the student discuss their decision making process.

Materials:

Two clear storage bins:

One bin should be filled with items reminiscent of park/recreational activities. The other bin should be filled with recyclable “trash like” objects.

Aluminum foil
Fake tree leaf
Cardboard
Plastic bottle
Paper
Battery



Grass Turff
Foam sports balls
Mini skateboard
Jump rope
Golf tee
Jscks & ball

Tri-fold presentation board:

Images on this board should be a variety of well-maintained homes in multi-design styles of new and historic architecture.



Tri-fold presentation board:

This board should reflect a neighborhood with economic challenges, i.e. abandon and boarded up structures, ill-maintained housing



Tri-fold presentation board:

This board should represent human services and natural resource; as depicted here by the body of water, commercial and public buildings.



Tri-fold presentation board:

Image on this board should be of an ideal adjacent municipality, one depicting principals of smart growth.

